

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

HIST 307 – American Thought Since 1865

Prepared By: Patrick LaPierre

**School of Business and Liberal Arts
Department of Social Science
May 2015**

American Thought Since 1865

- A. **TITLE:** American Thought Since 1865
- B. **COURSE NUMBER:** HIST 307
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** Full Semester (15 Weeks)
- F. **SEMESTER(S) OFFERED:** Fall or Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** This course is a survey of American ideas from the end of the Civil War to the present. The topics covered in this course include: debates over Darwinism, religious belief, scientific truth and aesthetic judgment, as well as the intellectual underpinnings for the major movements and institutions of the post-Civil War era including democracy, feminism, civil rights, anticommunism and capitalism.
- I. **PRE-REQUISITES/CO-COURSES:** HIST 105 or permission of instructor
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:
1. Identify the disciplinary conventions of intellectual history, including how to illustrate the relationship between ideas and the era in which they were formed.
 2. Identify some of the major thinkers of the post-Civil War era and their corresponding ideas.
 3. Describe the evolution of ideas in the post-Civil War era and the ways in which intellectual movements emerged in response to earlier movements.
 4. Describe how ideas have played a concrete role in the major events/movements since 1865.

GER 4 - AMERICAN HISTORY GOALS (STUDENT LEARNING OUTCOMES):

Students will demonstrate:

1. Knowledge of basic narrative of American history: political, economic, social, and cultural including knowledge of unity and diversity in American society.
2. Knowledge of common institutions in American society and how they have affected different groups.
3. Understanding of America's evolving relationship with the rest of the world.

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Identify the disciplinary conventions of intellectual history, including how to illustrate the relationship between ideas and the era in which they were formed.	1. Communication 3. Prof. Competence
b. Identify some of the major thinkers of the post-Civil War era and their corresponding ideas.	1. Communication 3. Prof. Competence
c. Describe the evolution of ideas in the post-Civil War era and the ways in which intellectual movements emerged in response to earlier movements.	2. Crit. Thinking 3. Prof. Competence
d. Describe how ideas have played a concrete role in the major events/movements since 1865.	2. Crit. Thinking 3. Prof. Competence

K. TEXTS: *The American Intellectual Tradition: Volume II: 1865 to the Present* (5th edition) – David A. Hollinger and Charles Capper, eds. (Oxford University Press, 2005)

L. REFERENCES:

Cott, Nancy. *The Grounding of Modern Feminism* (1989)
 Gossett, Thomas. *Race: The History of an Idea in America* (1966)
 Kloppenberg, James and Fox, Richard. *A Companion to American Thought* (1998)
 Kloppenberg, James. *Uncertain Victory: Social Democracy and Progressivism in European and American Thought, 1870-1920* (1986)
 Lears, T.J. Jackson. *No Place of Grace: Antimodernism and the Transformation of American Culture* (1994)
 McClay, Wilfred. *The Masterless: Self and Society in Modern America* (1994)
 Menand, Louis. *The Metaphysical Club: A Story of Ideas in America* (2002)
 Rogers, Daniel. *Age of Fracture* (2011)
 Wiebe, Robert. *The Search for Order: 1877-1920* (1966)

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: Exams, Assignments, Class Participation and a Research Paper

P. DETAILED COURSE OUTLINE:

Q. LABORATORY OUTLINE:

Detailed Course Outline¹

1 – What is Intellectual History?

2 – Darwinism and Religious Belief

Readings:

- Asa Gray, *Review of Darwin's On the Origin of Species*
- Charles Augustus Briggs, *Biblical Study*
- William James, *The Will to Believe*
- Josiah Royce, *The Problem of Job*
- John Courtney Murray, *We Hold These Truths*

3 – Race

Readings:

- W.E.B. Du Bois, *The Souls of Black Folk*
- Gunnar Myrdal, *An American Dilemma*
- James Baldwin, *Many Thousands Gone*
- Martin Luther King, Jr., *Letter from a Birmingham Jail*
- Malcolm X, *The Ballot or the Bullet*
- Henry Louis Gates, Jr., *The Master's Pieces*

4 – Anthropology and Culture

Readings:

- Margaret Mead, *Coming of Age in Samoa*

5 – Democracy and its Discontents

Readings:

- Woodrow Wilson, *The Ideals of America*
- Walter Lippmann, *Drift and Mastery*
- John Dewey, *Philosophy and Democracy*
- Thurman Arnold, *Symbols of Government*

6 – Modernity and Disenchantment

Readings:

- John Crowe Ransom, *Reconstructed but Unregenerate*
- Reinhold Niebuhr, *The Children of Light and the Children of Darkness*

7 – Psychology

Readings:

- Erik Erikson, *Childhood and Society*
- Nancy Chodorow, *Gender, Relation, and Difference in Psychoanalytic Perspective*

¹ All the readings below would be short selections drawn from the authors' larger works.

8 – Art and Culture: High and Low

Readings:

- H. L. Mencken, *Puritanism as a Literary Force*
- Clement Greenberg, *Avant-Garde and Kitsch*
- Lionel Trilling, *On the Teaching of Modern Literature*
- Susan Sontag, *Against Interpretation*

9 – Anticommunism and the End of Ideology

Readings

- Sidney Hook, *Communism without Dogmas*
- Whittaker Chambers, *Witness*
- Hannah Arendt, *Ideology and Terror*
- Daniel Bell, *The End of Ideology in the West*

10 – Radicalism

Readings

- Randolph Bourne, *Twilight of Idols*
- Herbert Marcuse, *One Dimensional Man*
- Noam Chomsky, *The Responsibility of Intellectuals*

11 – Feminism

Readings

- Elizabeth Cady Stanton, *The Solitude of Self*
- Charlotte Perkins Gilman, *Women and Economics*
- Betty Friedan, *The Feminine Mystique*

12 – Science

Readings

- Albert Einstein, *Atomic War or Peace*
- Thomas Kuhn, *The Structure of Scientific Revolutions*
- Richard Rorty, *Science as Solidarity*
- Carl Sagan, *Antiscience*

13 – Capitalism

Readings

- Thorstein Veblen, *The Theory of the Leisure Class*
- W.W. Rostow, *The Stages of Economic Growth*
- Milton Friedman, *Capitalism and Freedom*

14 – The Other

Readings

- Randolph Bourne, *Trans-National America*
- Edward Said, *Orientalism*
- Gloria Anzaldua, *Borderlands/La Frontera*
- Samuel Huntington, *The Clash of Civilizations*

Week 15 – The American “Mind”

Readings

- Allan Bloom, *The Closing of the American Mind*